DOCUMENT RESUME

ED 180 373 HE 012 110

AUTHOR Kayla, Carol: Hoey, James M.
TITLE Identifying Adult Educational Needs in a Rural Community.
INSTITUTION West Virginia Univ., Morgantown.
PUB DATE Oct 79
NOTE 65p.: Paper presented at the Annual Conference of the Southern Association for Institutional Research (Orlando, FL, October 24-26, 1979)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Students: *College Curriculum: *Declining Enrollment: *Educational Demand: Higher Education: Institutional Characteristics: Institutional Research: Junior Colleges: *Nontraditional Students: Questionnaires: Retrenchment: *Rural Areas: School Community Relationship: Small Colleges: State Colleges
IDENTIFIERS *Potomac State College VA

ABSTRACT

Enrollment projections have indicated a large decline during the 1980's in the number of high school graduates, the traditional population enrolling in colleges and universities as freshmen. As competition for the available students increases it is suggested that smaller junior colleges like Potomac State College of West Virginia University may feel the effects hardest. To gain insight about ways to compensate for this probable loss of students, the Office of Institutional Research at West Virginia University conducted a study to identify the most effective ways of expanding Potomac State College to assess community needs in adult continuing education. A response rate of less than 10 percent was obtained from the rural counties surveyed. A majority of the returns were from residents between the ages of 20-49 who had one to four years of college education. Respondents expressed a desire for special interest classes and graduate level classes. It is concluded that there is an interest in attending Potomac State College by many area adult residents, but that they do not seem to be interested in what Potomac State College is presently offering. Recommendations made to the Dean of Potomac State College are included as well as survey materials and tabulated results. (Author/SF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

West Virginia University

Office of Institutional Research

IDENTIFYING ADULT EDUCATIONAL NEEDS IN A RURAL COMMUNITY

ED180373

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol Kayla

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Paper Presented
at
Annual Conference
of the
Southern Association
for
Institutional Research
Orlando, Florida
Fall 1979

Carol Kayla
Institutional Research Analyst
Office of Institutional Research
West Virginia University
209 Purinton House
Morgantown, West Virginia 26506

James M. Hoey
Coordinator Computer Center
Potomac State College of
West Virginia University
Keyser, West Virginia 26726

HE 012 110

ABSTRACT

Enrollment projections have indicated a large decline during the 1980's in the number of high school graduates, the traditional population enrolling in colleges and universities as freshmen. As competition for the available students increases smaller junior colleges, like Potomac State College of West Virginia University, may feel the effects hardest.

To gain further insight about ways to compensate for this probable loss of students, the Office of Institutional Research at West Virginia University conducted a study to identify the most effective ways of expanding Potomac State College's adult, evening and off-campus programs. A mail survey was conducted in the four county area surrounding Potomac State College to assess community needs in adult continuing education.

The sample obtained was less than a 10% return, however, there was no statistically significant difference between the proportion of sample returns and the census population of the area with regard to population by county. The counties surveyed were in a rural, mountainous area of West Virginia with a large proportion of the population having only an elementary or 8th grade education. Also a large proportion of adults were over 60 years of age. These factors possibly contributed to the low return rate.

In conclusion, the majority of those who returned their questionnaires were interested in attending Potomac State College. However, these respondents were mainly those with 1-4 or more years of college and were therefore interested in taking graduate level classes, which Potomac State College offers only through the West Virginia University extension program. Recommendations were made to the Dean of Potomac State College concerning the offering of more extension graduate classes and the need to encourage more of the area's older residents to take special interest classes.

LIMITATIONS OF THE STUDY

One of the major problems with the study is the low return rate of questionnaires. This could be attributed to the rural mountaineous region surveyed or to the large number of residents over 50 years old who were not interested,or felt they were too old to attend Potomac State College and therefore did not return their questionnaires.

Another factor that could have contributed to the low return rate was the addresses listed in the telephone books. Although officials at the post office assured the investigators that the surveys could be delivered with only a name and city and state listed as the address, many surveys might never have been delivered properly. By sending them out bulk rate,the undeliverable surveys would not be sent back to the return address. If the surveys had been mailed first class, those unable to be delivered would have been returned to the office.

To help increase the return rate, the cover letter should have been more inspiring to residents and a better inducement offered such as small prizes for certain numbers drawn off of the returned questionnaires. Follow-up letters or cards should have been sent to those who had not returned the questionnaires.

INTRODUCTION

Enrollment projections have for several years indicated a large decline in the number of high school graduates in the 1980's, the traditional population enrolling in colleges and universities. The smaller less prestigious colleges and junior colleges could be most effected by this decline, as competition increases for the available students. (Lasher) Therefore, to compensate for the decline in the number of available,potential traditional-aged freshman, these colleges must be able to attract the non-traditional students. A successful adult off-campus and/or an adult educational program could off-set this loss of students and mean survival to these colleges.

Potomac State College, like other small colleges, expects to experience declining enrollment in the near future. In order to help counter the expected decline, expansion of off-campus programs and night classes are being considered. A study was conducted to gain insights about the most effective ways of expanding the College's night and off-campus programs in order to increase non-traditional enrollment.

Potomac State College, junior college of West Virginia University, with an enrollment of about 1,000 students, offers associate degree programs, certificate in liberal arts, pre-professional programs and other career technical field programs. Being closely integrated with West Virginia University, Potomac State College students transferring to West Virginia University are considered intra-university transfers and may transfer up to 72 hours toward a baccalaurate degree.

Through Title III grant funding, the Office of Institutional Research at West Virginia University conducted a mail survey of the four county area surrounding Potomac State College. The purpose of

the survey was to assess community needs in continuing education. Specifically, Potomac State College wanted: 1) to assess the interests of local residents in attending classes offered by Potomac State College; 2) to identify what locations in the four county area would be the best places to offer or extend classes; and 3) to discover what kinds of classes or subject areas adults would like Potomac State College to offer.

This paper describes the methodology used in surveying the four county area surrounding Potomac State College in West Virginia, the problems encountered in surveying this rural population and the recommendations which were made to the Dean of the College.

METHODOLOGY

Pretest

In the summer of 1978, a telephone survey was conducted to determine the needs and interests in course offerings of residents in the city of Keyser, West Virginia, where Potomac State College is located. The general conclusion from this survey was that most of the respondents were not interested in taking classes presently offered at Potomac State College. They either already had their bachelor's or master's degree, and as a result Potomac State College had nothing to offer them, or they were totally uninterested or felt they were too old. Some did express an interest in vocational classes, but indicated that the vocational technical school in the area would meet their needs. The survey itself was not well received. It was felt by the surveyors that many of the respondents did not like being called and asked personal questions.

Sample

As a result of the reaction to the telephone survey and in order to include the larger area surrounding Potomac State College, it was decided to conduct a mail survey, contacting people in the counties of Mineral, Grant, Hardy, and Hampshire. Not only do these counties surround the College, but they are also the source of the majority of in-state students enrolling in the College. (See Appendix E on Potomac State College Statistics)

After discussion with Dean Douglas Harrington of Potomac State College, it was decided to concentrate the survey in five of the largest cities in the four county area. These cities were also chosen because Potomac State College offered extension classes in these locations. The Dean considered it feasible to only offer classes in the larger cities

because of the rural mountainous area. In addition,it was felt the response rate from these areas would be better as the population should be somewhat more familiar with the College.

A total of 3,000 questionnaires were mailed out to residents of these cities they were selected from the telephone books of the following cities using a stratified random sampling procedure:

		Telephone Book Population	Sample Size
Keyser	(Mineral County)	4300	1392
Fort Ashby	(Mineral County)	660	213
Romney	(Hampshire County)	1747	564
Petersburg	(Grant County)	1408	456
Moorefield	(Hardy County)	1157	375
		9272	3000

Although these cities are the largest in the area surveyed, addresses were difficult to obtain. Due to the rural area,many listings in the telephone books did not provide street addresses or post office boxes; only the name and city. However, officials from the post office assured the investigators that the questionnaires would be delivered.

Before the survey was mailed, Potomac State College officials placed a notice in the local newspapers and on the radio about the survey. It was hoped this would prepare the local residents for the questionnaire and increase the return rate.

Instrument

The questionnaire (Appendix A) used in this survey was developed in coordination with West Virginia University Office of Institutional Research and Potomac State College officials. Recipients were asked about their interests in attending Potomac State College, their educational and demographic background and their primary subject areas of interest. In addition,they were also asked to indicate if they were

presently taking classes. If they were not taking classes or not interested in taking classes they were asked to check or write-in reasons why not. Finally they were asked to indicate what services they felt Potomac State College could improve or initiate.

During the telephone survey it became evident that many people did not understand what was meant by "Marital Status", "Occupation", "Residence", or "Highest Degree Earned". As a result, in designing the questionnaire care was taken that the language used be appropriate for this population. The low educational level of the mountaineous rural area population that was surveyed posed problems, as the language level of the questionnaire had to be basic, but not to the extent of offending those surveyed.

From the telephone survey it was also discovered that many people when asked what kinds of classes they would be interested in taking, either couldn't think of any or wanted to know what was offered. Therefore, on the second page of the survey, a listing of programs and classes presently offered by Potomac State College was provided. Respondents were also encouraged to add classes or programs not on the list.

The questionnaire was one page back and front with the second page containing the list of interest areas or classes and programs. It was hoped the shortness of the questionnaire would help increase the return rate.

Articles on survey design state that you should offer some kind of incentive or token inducement in order to increase the return rate. Most often respondents are asked if they would like a copy of the results of the study when completed. (Ahrens) It was decided that a

copy of survey results was not the proper inducement for completing this questionnaire. A special card was designed for subjects to complete if they required or desired further information or contact from Potomac State College. This card requested name and address, but was to be filled out only if the subject desired information. On the bottom of the questionnaire it stated that the card would be separated from the rest of the questionnaire and would in no way be connected with the remainder of the person's responses. It was hoped that this would show them that Potomac State College really wanted to serve their needs and was ready and willing to make contact with them and help in any way possible.

A packet containing a cover letter from Dean Douglas Harrington, the questionnaire, the further information card and a postage-paid return envelope to Potomac State College was mailed out. Even though the Office of Institutional Research at West Virginia University was conducting the study for Potomac State College, it was decided that the questionnaire should be returned to Potomac State College instead of West Virginia University. This was done to show that Potomac State College was seriously interested in discovering if they were serving the needs of the community in continuing education. The questionnaires were therefore returned by the respondents to Potomac State College and then forwarded to the Institutional Research Office at West Virginia University for analysis.

Costs

Listed on the next page is an itemized listing of costs for the survey.

Item	Amount
Copying the Questionnaire and Cover letter (3,000 each)	$ 189.00
Envelopes (3,000)	35.00
Printing of Postage Permit on Return Envelopes and Cost of Return Envelopes	55.00
Mailing (Bulk Rate)	81.00
Return Postage	50.00
	$ 410.00

One secretary and 2 work-study students at West Virginia University addressed and stuffed the envelopes.

RESULTS

Response Rate

Of the 3,000 questionnaires sent out, 210 were returned, with ten marked "deceased", "sick", "disabled" or "too old to complete this survey". Questionnaires from four respondents could not be used for various other reasons. This left 196 responses to be analyzed. Of the cards, 85 were returned. Six could not be sent further information due to incomplete addresses or no names.

Card Findings

Almost half of the total card responses (48%) were from Mineral County as were the questionnaire responses. Hampshire County respondents also returned the same percentage of total cards (24%) returned as questionnaires (24%). More than half of the cards returned were from males (62%), while the sex from 11 of the returned cards could not be determined from the names listed. (See Tables 1 and 2)

TABLE 1
RESPONSES BY COUNTY

		#	%
Keyser	(Mineral County)		
Fort Ashby	(Mineral County)	38	48
Petersburg	(Grant County)	7	9
Moorefield	(Hardy County)	11	14
Romney	(Hampshire County)	19	24
Other Cities		4	5
		79	100

6 Unknown

TABLE 2
RESPONSES BY SEX

	#	%
Females	28	38
Males	46	62
	74	100

11 Unknown or Unable to Determine

Most of the requests were for night/off-campus schedules either for fall or spring semester (68) and a college catalog (34). Twenty people either checked that they wanted contacted or gave their telephone number.

Some respondents included interest classes on the cards. At least seven people requested more graduate level courses. A complete tabulation of card responses and comments is in Appendix B.

As soon as the data were tabulated, the cards were sent to the Admissions Office at Potomac State College for processing. The Admissions Office was requested to make the contacts where approprite and keep records on those contacts. They were also to watch application and registration forms for the names from the cards and notify the Office of Institutional Research at West Virginia University, if any of the prospective students enrolled at Potomac State College.

Questionnaire Analysis

The questionnaires were examined and those not answered in an acceptable format were eliminated. Most of the questions were easily coded for analysis. A list of census occupation categories was used to code the question "What is your main job?" A check list of various colleges in the area was devised to use in coding "School attended". While examining and coding the responses it was discovered that only a few people ranked their reasons for not attending Potomac State College. It was therefore decided not to consider which reasons were ranked most important, but which were the most frequently checked.

The responses were coded onto spread sheets and key punched for computer analysis. The Statistical Analysis Systems (SAS) package was

used to analyze the data. (SAS Institute Inc.)

Although the sample represented less than 10% of the population, Chi square analysis showed no significant differences between the sample returns received and the census population (U.S. Bureau of the Census) with regard to population by county. (See Table 3)

TABLE 3
RESPONDENTS BY COUNTY OF RESIDENCE

County	Observed # Responses	# Expected*
Mineral	91	84
Grant	33	31
Hardy	22	33
Hampshire	46	44
	192	192

Chi Square = 4.4699 with 3 degrees of freedom. No significant difference.

Chi square analysis of population by age showed a significant difference . We had more returns from 30-39 year olds and less from over 60 year olds than would be expected from the population; only four returns were from respondents under age 20. So we did receive a representative sample of adults in the other age ranges. The over 60 age group,however,was not very responsive. It was felt,however, that the sample was acceptable for gleaning insight about continuing education needs in the area. (See Table 4)

*Calculated using 1970 census figures.

TABLE 4
AGE OF RESPONDENTS

Age	Observed # Responses	# Expected*
20-29	34	38
30-39	68	33
40-49	38	36
50-59	25	35
60+	27	50
	192	192

Chi Square = 51.09 with 4 degrees of freedom. Significant at .001 level.

Chi square analysis by sex of the respondents showed significant difference between the sex distribution of the respondents and that of the sampled population. This was not unexpected due to the fact that our sample pool was the telephone book in which most families are listed in the male's name. (See Table 5)

TABLE 5
RESPONDENTS BY SEX

Sex	Observed # Responses	# Expected*
Male	134	96
Female	61	99
	195	195

Chi Square = 29.6276 with 1 degree of freedom. Significant at .001 level.

Chi square analysis of the education level of respondents also showed a significant difference between the educational distribution in the area and the respondents' returns. We received significantly more returns than would be expected from those that had 1-3 or 4 years of college and less from those with only elementary-8th grade or 1-3 years of high school. The number of returns from high school graduates was about the same as would be expected according to census figures.

*Calculated using 1970 census figures.

This was not totally unexpected since from the pretest telephone survey, the majority of the people who responded favorably to the surveyors already had bachelor's or master's degrees. (See Table 6)

TABLE 6
EDUCATION LEVEL OF RESPONDENTS

Education Level	Observed # of Responses	# Expected*
Elementary - 8th grade	4	86
High School 1-3 years	10	33
High School 4 years	53	52
College 1-3 years	43	11
College 4 years	82	10
	192	192

Chi Square = 705.7552 with 4 degrees of freedom. Significant at .001 level.

* Calculated using 1970 census figures.

Even though there were significant differences found in age, education level and sex of respondents, it was felt that we did receive an adequate sample of the population that would be most likely to consider taking classes at Potomac State College. It should be remembered, however, that an unusually large proportion of the population in the area is 60 years of age or older and these individuals tended not to respond as readily as the other age groups.

Overall Findings*

Demographics

Almost half of the returns (47%) were from Mineral County where Potomac State College is situated. More males responded (69%) than females and more than 70% of the respondents were between 20-50 years old. Over 70% were married and had 1-3 children.

More than half of the respondents had jobs in the top three census

*Complete tabulation of results for each question is in Appendix C.

categories of occupation as high executives, business managers or administrative managers. Only 7% of the questionnaires were returned by individuals who had less than 4 years of high school education; while 65% of the respondents had completed at least 1-3 or 4 years of college. Over 70% of those who attended higher education institutions after high school had received their bachelor's or master's degrees.

Adult Interest in Classes

Sixty-two percent of the respondents indicated an interest in taking classes. Nineteen percent were taking classes at the time of the survey; 81% were not taking classes. More people were interested in taking special interest (60%) classes instead of entering a degree program. Since over half of the respondents had a degree or certificate of higher education, this response rate is consistent.

Reasons

The four major reasons why respondents were not attending any classes are: job responsibilities, classes wanted not offered, have no further need of education, and traveling distance. In addition to the reasons already listed on the questionnaire, the following reasons were added by respondents: graduate level classes not readily available, too old, too ill, disabled, undecided, and most classes are for education majors.

Services

The following were the most frequently chosen ways that Potomac State College could improve their services: offer more degree programs in the evening (37), teach classes in more locations (35), teach classes at different hours (24), set up better counseling for adult students (24) and offer more financial help (13). Only 8 respondents checked

that they thought Potomac State College should simplify admissions procedures.

Twenty-four individuals checked that they thought classes should be taught at different hours. Listed below are the hours some respondents wrote in that they would like:

3:00 - 5:00
3:30 - 6:30
4:00 - 6:00
6:00 -12:00
7:00 - 9:00
7:00 -10:00
8:00 -11:00
After working hours
Evenings
Saturday.

Of those who checked they thought more classes and more degree programs should be offered in the evening, nine people specified they would like more masters or graduate level courses, two wanted more non-education courses, five specified more education related courses, two specified business or secretarial courses and five wanted nursing or vocational technical classes.

At least one or more persons added the following ways in which services could be improved: have more education related library materials, more education courses in the evening, a more select admissions procedure, better access to the bookstore at night, provide better announcements of classes, make programs accessible to the handicapped or disabled, use more local people to teach special interest classes, provide counselor for the BORBA program at Potomac State College, and offer more West Virginia University extension classes.

Subject Interest Areas

Programs which seemed to be most popular were Business (46), Education (24), Psychology (22), Law (20), Business Management Technology

(19), Forestry (17), and Computer Science (16).

The classes checked most often were Business Law (17), Personnel Management (16), Trees & Shrubs (16), Welding (15), Real Estate (14), Business Math (11), Introduction to the Stock Market (11), and Psychology of Death (10).

Other programs and classes added by respondents and general comments are listed in Appendix C.

Respondents Interested in Attending Potomac State College

Over half of the respondents who were interested in attending classes at Potomac State College were in the 30-39 or 40-49 year old category. The majority of those who said they were not interested were in the 50-59 or over 60 category. This also relates to the total number of questionnaires returned from the 50-59 and over 60 age groups. They did not return their questionnaries which may indicate they were not interested in attending Potomac State College. (See Tables 7 and 8)

TABLE 7
RESPONDENTS INTERESTED IN ATTENDING
POTOMAC STATE COLLEGE BY AGE

AGE	#	%
20-29	22	22
30-39	39	40
40-49	23	24
50-59	10	10
60+	4	4
	98	100

2 did not respond to age items.

TABLE 8
RESPONDENTS NOT INTERESTED IN ATTENDING
POTOMAC STATE COLLEGE BY AGE

AGE	#	%
20-29	6	10
30-39	15	24
40-49	9	15
50-59	12	20
60+	19	31
	61	100

Of those interested in attending Potomac State College, 62% indicated a preference to take special interest classes as opposed to enrolling in degree programs. (See Table 9) Since a majority of the respondents already had degrees, this is not unusual.

TABLE 9
RESPONDENTS INTERESTED IN ATTENDING
POTOMAC STATE COLLEGE BY TYPE OF CLASSES PREFERRED

TYPE OF CLASSES	#	%
Degree Programs	34	38
Special Interest Classes	56	62
	90	100

10 did not specify a choice.

Respondents from Mineral County accounted for 48% of those who expressed an interest in attending Potomac State College, followed by Hampshire, Grant and Hardy Counties. (See Table 10) Since Potomac State College is in Mineral County, more of the respondents from there should have been familiar with Potomac State College and more likely to be interested in attending the College.

TABLE 10
RESPONDENTS INTERESTED IN ATTENDING
POTOMAC STATE COLLEGE BY COUNTY

COUNTY	#	%
Mineral	48	48
Grant	17	17
Hardy	12	12
Hampshire	23	23
	100	100

Out of the total number of respondents, at least 49% from each county expressed an interest in attending classes at Potomac State College. (See Table 11)

TABLE 11
RESPONDENTS INTERESTED IN ATTENDING CLASSES
BY TOTAL NUMBER OF COUNTY RESPONSES

	# YES INTERESTED	TOTAL RESPONDENTS	% INTERESTED
Mineral	48	91	53
Grant	17	33	52
Hardy	12	22	55
Hampshire	23	47	49
Other WV Counties	0	3	
	100	196	

An additional 46 respondents said they would be interested in attending if one or more of their reasons for not attending could be eliminated. The reasons are listed in Table 12. "Job Responsibilities" (14) and "Classes Wanted Not Offered" (14) were the main reasons for those respondents not attending Potomac State College. "Traveling Distance" (8), "Degree Needed Not Offered" (17) and "Class Times are Not Convenient" (6) were also prominent reasons that residents wanted corrected before they could attend Potomac State College. Seven people indicated under the"Other"category that they would be interested, if they weren't so old, ill or disabled.

TABLE 12
RESPONDENTS WHO WERE INTERESTED IN
ATTENDING POTOMAC STATE COLLEGE IF
THE REASONS BELOW WERE ELIMINATED

REASONS	# RESPONSES
Job Responsibilities	14
Classes Wanted Not Offered	14
Traveling Distance	8
Degree Needed Not Offered	7
Class Times Are Not Convenient	6
No Time to Study	5
Personal Finances	4
Classes Not Offered in Convenient Locations	4
Child Care-No Babysitter	1
Transportation Problem	1
Admissions Requirements and Procedures are too Involved	1
Have No Further Needs for Higher Education	1
Other	10

Respondents Presently Taking Classes

Thirty-six respondents were presently taking classes. Over 50% were from Mineral County and 25% from Hampshire County. (See Table 13) Out of the total number of respondents there was less than 23% from each county already taking classes. (See Table 14) The majority of the respondents presently attending classes are enrolled at either Potomac State College (9) or West Virginia University (8). Three were attending Mineral County Vocational-Technical School and three were going to Frostburg State College. (See Table 15)

TABLE 13
RESPONDENTS PRESENTLY TAKING CLASSES BY RESIDENT COUNTY

COUNTY	# PRESENTLY TAKING CLASSES	%
Mineral	20	55
Grant	6	17
Hardy	1	3
Hampshire	9	25
	36	100

TABLE 14
RESPONDENTS PRESENTLY TAKING CLASSES BY TOTAL NUMBER OF COUNTY RESPONSES

COUNTY	# PRESENTLY TAKING CLASSES	TOTAL RESPONSES	% TAKING CLASS
Mineral	20	91	22
Grant	6	33	18
Hardy	1	22	5
Hampshire	9	47	19
Other WV Counties	0	3	--
	36	196	

TABLE 15
SCHOOLS ATTENDED BY RESPONDENTS
PRESENTLY TAKING CLASSES

COLLEGE	# RESPONSES
Potomac State College	9
West Virginia University	8
Frostburg State College	3
Mineral County Vocational-Technical School	3
Marshall University	2
Shepherd College	2
Other	5

Program's Chosen by Respondents with Degrees

Programs which seemed to be most popular with bachelor's degree respondents were Education (7), Business (6), Computer Science (6), Forestry (5) and Law (5). Other programs chosen by those with bachelor's degrees are listed in Table 16.

TABLE 16
PROGRAM CHOICES OF RESPONDENTS WITH BACHELOR'S DEGREES

Program	#
Education	7
Business	6
Computer Science	6
Forestry	5
Law	5
Psychology	4
Engineering	3
History	3
Business Management Technology	3
Computer Programming Technology	3
Surveying Technology	3
Agriculture	2
Journalism	2
Music	2
Biology	2
Sociology	2
Horticulture Technology	2
Computer Equipment Operations	2
Economics	1
Physical Education	1
Social Work	1
Veterinary Medicine	1
General Program	1
English	1
Mathematics	1
Political Science	1
Business and Accounting Technology	1
Engineering Technology	1
Other	7

Master's degree respondents also seemed to indicate a strong preference for Education (9) above other progr m choices. Other programs popular with master's degree respondents were Computer Science (5), Business (4) and Psychology (4). (See Table 17)

TABLE 17
PROGRAM CHOICES OF RESPONDENTS WITH MASTER'S DEGREES

Program	#
Education	9
Computer Science	5
Business	4
Psychology	4
Physical Education	3
Business and Accounting Technology	3
Computer Programming Technology	3
Economics	2
Forestry	2
Law	2
Social Work	2
Mathematics	2
Engineering	1
Home Economics	1
Music	1
English	1
Geology	1
History	1
Modern Languages	1
Political Science	1
Business Management Technology	1
Horticulture Technology	1
Computer Equipment Operations	1
Other	7

Respondents with doctorate degrees chose fewer programs as interests than those with bachelor's or master's degrees. Business (2), Music (2) and Surveying Technology (2) seemed to be the most popular. (See Table 18)

TABLE 18
PROGRAM CHOICES OF RESPONDENTS WITH DOCTORATE DEGREES

Program	#
Business	2
Music	2
Surveying Technology	2
Agriculture	1
Computer Science	1
Economics	1
Forestry	1
Business and Accounting Technology	1
Secretarial and Office Administration	1

Associate degree respondents chose less than 10 programs. (See Table 19)

TABLE 19
PROGRAM CHOICES OF RESPONDENTS WITH ASSOCIATE DEGREES

Program	#
Business	1
Forestry	1
Home Economics	1
Social Work	1
Psychology	1
Sociology	1
Business Management Technology	1
Computer Programming Technology	1
Secretarial and Office Administration	1
Other	1

Respondents with other certificates of higher education were interested primarily in Business (2), English (2), and Mathematics (2). (See Table 20)

TABLE 20
PROGRAM CHOICES OF RESPONDENTS WITH OTHER CERTIFICATES OF HIGHER EDUCATION

Program	#
Business	2
English	2
Mathematics	2
Agriculture	1
Education	1
Engineering	1
Forestry	1
Home Economics	1
Music	1
Social Work	1
Biology	1
Food Management	1
Horticulture Technology	1
Secretarial and Office Administration	1
Surveying Technology	1
Other	4

Programs Chosen by Respondents with Degrees or other Certificates of Higher Education by Resident County

Respondents from Mineral County having degrees or certificates of higher education chose more of the programs listed than residents from any of the other counties surveyed. Computer Science (9), Business (8), Education (8) and Computer Programming Technology (6) were the most popular of the 29 programs chosen by respondents in that county. (See Table 21)

TABLE 21
PROGRAM CHOICES OF DEGREE HOLDING RESPONDENTS FROM MINERAL COUNTY

Program	#
Computer Science	9
Business	8
Education	8
Computer Programming Technology	6
Mathematics	4
Psychology	4
Agriculture	3
Engineering	3
Forestry	3
Law	3
Music	3
Physical Education	3
Computer Equipment Operations	3
Surveying Technology	3
Economics	2
Home Economics	2
Biology	2
Business and Accounting Technology	2
Business Management Technology	2
Horticulture Technology	2
Journalism	1
Social Work	1
Veterinary Medicine	1
Geology	1
History	1
Modern Languages	1
Political Science	1
Sociology	1
Engineering Technology	1
Other	6

Hampshire County residents were mainly interested in Education (4) followed by Social Work (3) and Psychology (3). Fourteen other programs were also selected. (See Table 22)

TABLE 22
PROGRAM CHOICES OF DEGREE HOLDING RESPONDENTS FROM HAMPSHIRE COUNTY

Program	#
Education	4
Social Work	3
Psychology	3
Business	2
Forestry	2
Law	2
Business and Accounting Technology	2
Horticulture Technology	2
Secretarial and Office Administration	2
Agriculture	1
Computer Science	1
Engineering	1
General Program	1
English	1
History	1
Food Management	1
Surveying Technology	1
Other	6

Grant County residents showed an interest in 17 programs. The highest interest appeared to be in Business (4), Education (4), Forestry (3), Music (3), and English (3). (See Table 23)

TABLE 23
PROGRAM CHOICES OF DEGREE HOLDING RESPONDENTS FROM GRANT COUNTY

Program	#
Business	4
Education	4
Forestry	3
Music	3
English	3
Computer Science	2
Business Management Technology	2
Surveying Technology	2
Economics	1
Journalism	1
Law	1
Physical Education	1
Social Work	1
Biology	1
Mathematics	1
Psychology	1
Computer Programming Technology	1
Other	9

Residents from Hardy County responded to only 11 programs with the main interest in History (2) and Sociology (2). (See Table 24)

TABLE 24
PROGRAM CHOICES OF DEGREE HOLDING RESPONDENTS FROM HARDY COUNTY

Program	#
History	2
Sociology	2
Business	1
Education	1
Engineering	1
Forestry	1
Home Economics	1
Law	1
Political Science	1
Psychology	1
Secretarial and Office Administration	1

Classes Chosen by Respondents with Degrees

Business Law (7), Meats Preparation (6), Appreciation of Fine Arts (6), Introduction to the Stock Market (6), Principles of Accounting (5) and Introduction to Sociology (4) were the most popular special interest classes of those with bachelor's degrees. Bachelor's degree respondents also showed an interest in 25 other classes. (See Table 25)

TABLE 25
CLASS CHOICES OF RESPONDENTS WITH BACHELOR'S DEGREES

Class	#
Business Law	7
Meats Preparation	6
Appreciation of Fine Arts	6
Introduction to the Stock Market	6
Principles of Accounting	5
Introduction to Sociology	4
Introduction to Management	3
Beginning Folk Guitar	3
Office Machines	3
Appreciation of Music	3
American Literature	3
Welding	2
Economic Systems	2
Flower Culture	2
Technology and Change	2
Vegetable Culture	2
Language Skills	2
First Aid	2
Personnel Management	2
Business Math	1
Machine Design	1
Composition and Rhetoric	1
American Nation	1
Western Civilization	1
Introduction to Photography	1
Football Officiating	1
Old Testament	1
Typewriting	1
News Writing	1
Introduction to Computers	1
Drawing	1
Other	5

Master's respondents indicated Business Law (9), Appreciation of Fine Arts (5), Meats Preparation (4), and Introduction to Sociology (4) as their top choices of special interest classes. Slight interest was shown in 24 other classes. (See Table 26)

TABLE 26
CLASS CHOICES OF RESPONDENTS WITH MASTER'S DEGREES

Class	#
Business Law	9
Appreciation of Fine Arts	5
Meats Preparation	4
Introduction to Sociology	4
Principles of Accounting	3
Appreciation of Music	3
Business Math	2
Marketing	2
Real Estate	2
Economic Systems	2
Football Officiating	2
Typewriting	2
First Aid	2
Introduction to Management	1
Introduction to the Stock Market	1
Personnel Management	1
Introduction to Photography	1
Algebra	1
Beginning Folk Guitar	1
Descriptive Astronomy	1
Old Testament	1
Vegetable Culture	1
Language Skills	1
Technical Writing	1
Business English	1
Introduction to Computers	1
Japan: Changing Traditions	1
Other	1

Few special interest classes were selected by respondents with doctorate degrees. Meats Preparation (2) and American Literature (2) were chosen more often than the other interest classes listed. (See Table 27)

TABLE 27
CLASS CHOICES OF RESPONDENTS WITH DOCTORATE DEGREES

Class	#
Meats Preparation	2
American Literature	2
Welding	1
Appreciation of Fine Arts	1
Business Math	1
Typewriting	1
Food--Selection and Preparation	1

Respondents with associate degrees only showed an interest in 10 classes. Respondents with other certificates of higher education mainly showed an interest in Meats Preparation (2), Introduction to Photography (2) and Football Officiating (2). (See Tables 28 and 29)

TABLE 28
CLASS CHOICES OF RESPONDENTS WITH ASSOCIATE DEGREES

Class	#
Meats Preparation	1
Introduction to the Stock Market	1
Real Estate	1
Composition and Rhetoric	1
Introduction to Sociology	1
Technology and Change	1
Office Machines	1
Appreciation of Music	1
Food--Selection and Preparation	1
Everybody's Business	1

TABLE 29
CLASS CHOICES OF RESPONDENTS WITH OTHER CERTIFICATES OF HIGHER EDUCATION

Class	#
Meats Preparation	2
Introduction to Photography	2
Football Officiating	2
Welding	1
Business Law	1
Introduction to Management	1
Introduction to the Stock Market	1
Real Estate	1
Economic Systems	1
Composition and Rhetoric	1
Flower Culture	1
Trees and Shrubs	1
Vegetable Culture	1
Food--Selection and Preparation	1
American Literature	1
Other	4

Interest Classes Chosen by Respondents with Degrees or Other Certificates of Higher Education by Resident County

Residents from Mineral County having a degree or certificate of higher education expressed an interest in 37 classes. Personnel Management (7), Welding (6), Business Law (5), Introduction to Photography (5), Trees and Shrubs (5) and Vegetable Culture (5) were the most popular. (See Table 30)

TABLE 30
INTEREST CLASS CHOICES OF DEGREE HOLDING RESPONDENTS FROM MINERAL COUNTY

Class	#
Personnel Management	7
Welding	6
Business Law	5
Introduction to Photography	5
Trees and Shrubs	5
Vegetable Culture	5
Beginning Folk Guita.	4
Descriptive Astronomy	4
Meats Preparation	3
Introduction to Management	3
Marketing	3
Introduction to the Stock Market	3
Flower Culture	3
Technical Writing	3
Real Estate	3
Appreciation of Fine Arts	2
Business Math	2
American Nation	2
Football Officiating	2
Old Testament	2
Office Machines	2
News Writing	2
Types of Literature	2
American Literature	2
Introduction to Computers	2
First Aid	2
Principles of Accounting	1
Machine Design	1
Western Civilization	1
Psychology of Death	1
Technology and Change	1
Shorthand	1
Appreciation of Music	1
Food--Selection and Preparation	1
Language Skills	1
Survey English Literature	1
Yoga	1
Other	6

Hampshire County residents expressed an interest in Trees and Shrubs (3), Business Law (2), Introduction to the Stock Market (2) and Flower Culture. Sixteen other classes were also selected as interest areas. (See Table 31)

TABLE 31
INTEREST CLASS CHOICES OF DEGREE HOLDING RESPONDENTS FROM HAMPSHIRE COUNTY

Class	#
Trees and Shrubs	3
Business Law	2
Introduction to the Stock Market	2
Flower Culture	2
Welding	1
Marketing	1
Real Estate	1
Principles of Accounting	1
Western Civilization	1
Beginning Folk Guitar	1
Psychology of Death	1
Old Testament	1
Typewriting	1
Office Machines	1
News Writing	1
Vegetable Culture	1
Food--Selection and Preparation	1
Survey English Literature	1
Introduction to Computers	1
Yoga	1
Japan: Changing Traditions	1
Other	5

Eighteen classes were chosen by residents of Grant County. Of these classes, Real Estate (3), Personnel Management (2), Beginning Folk Guitar (2) and Drawing (2) seemed to be the most popular. (See Table 32)

TABLE 32
INTEREST CLASS CHOICES OF DEGREE HOLDING RESPONDENTS FROM GRANT COUNTY

Class	#
Real Estate	3
Personnel Management	2
Beginning Folk Guitar	2
Drawing	2
Appreciation of Fine Arts	1
Introduction to the Stock Market	1
Economic Systems	1
Descriptive Astronomy	1
Psychology of Death	1
Old Testament	1
Trees and Shrubs	1
Vegetable Culture	1
Language Skills	1
Types of Literature	1

(Continued)

American Literature	1
Introduction to Computers	1
First Aid	1
Yoga	1
Other	3

Hardy County residents showed an interest in only six classes.

(See Table 33)

TABLE 33
INTEPEST CLASS CHOICES OF DEGREE HOLDING RESPONDENTS FROM HARDY COUNTY

Class	#
Typewriting	2
Old Testament	1
Introduction to Sociology	1
Shorthand	1
Office Machines	1
Food--Selection and Preparation	1
Other	1

CONCLUSIONS

Even though the sample obtained represented less than 10% of the population which was surveyed, there was no statistically significant difference between the proportion of sample returns received and the census population with regard to population by county. The majority of the returns were from residents between the ages 20-49 and those who had 1-4 years of college education. It was felt however, that the sample was acceptable for gaining insights about the needs in continuing education of the area's adult residents.

The majority of those who returned their surveys were interested in attending Potomac State College. From each county, at least 49% or more of the respondents were interested in attending Potomac State College.

However, since the majority of the returns were from those who already had 1-4 years of college, respondents chose special interest classes above degree programs, as Potomac State College only offers an associate degree. The comments on the cards and on the survey seem to indicate a need in the area for graduate level classes, which Potomac State College does not offer. These would have to be offered through West Virginia University's extension programs.

The majority of respondents (19%) who were taking classes at the time of the survey were enrolled at Potomac State College or West Virginia University.

Programs that were the most popular were Business, Education, Psychology, Law, Business Management Technology, Forestry and Computer Science. Special interest classes selected most often were Business

Law, Personnel Management, Trees and Shrubs, Welding, Real Estate, Business Math, Introduction to the Stock Market and Psychology of Death.

The major reasons why respondents were not interested or not attending classes were because of too many job responsibilities, Potomac State College did not offer classes they wanted, they felt they had no further need of higher education or the traveling distance was too far.

In conclusion,it is felt that there is an interest in attending Potomac State College by many area adult residents, but that they do not seem to be interested in what Potomac State College is presently offering. Many seemed to need graduate level classes.

RECOMMENDATIONS

Although Potomac State College has no control over a person's age, health or job responsibilities,some of the other major reasons which residents listed as instrumental in their refusal to attend classes could perhaps be improved and should be studied. Potomac State College should look closer at their evening programs and class offerings. Thirty-seven people indicated more degree programs should be offered in the evening; 35 wanted classes offered in more locations and 24 specified different hours were needed for evening classes. Also 24 people wanted better counseling for adults.

Since the majority of those who responded had attended 1-4 years of college, Potomac State College should try to serve that population better. Offering more West Virginia University extension graduate classes and by having more special interest classes aimed at those who feel they have no further need for higher education or are too old to start a degree program; Potomac State College would be serving more of the areas'needs.

Education, Business and Computer Science were the most popular programs among those with bachelor's or master's degrees and,therefore should be expanded. Although some respondents expressed a feeling that there were too many education classes and not enough of the other majors, Education was still the top program chosen by those with bachelor's or master's degrees and it was second to Business among the programs chosen by all respondents. The top three classes chosen by those with bachelor's or master's degrees were Business Law, Meats Preparation, and Appreciation of Fine Arts.

Doctorate degree respondents chose Business, Music and Surveying

Technology as their top programs and Meats Preparation and American Literature as main interest classes. Doctorate degree respondents seemed more interested in leisure classes or programs different from their present degree.

Many classes and programs were added by respondents. (Appendix D) This list should be studied by Potomac State College for possible implementation. Most of those added related to graduate programs, education classes, leisure activities or vocational related classes.

Several comments were listed concerning Potomac State College in general. Most of the comments were favorable to the College. (Appendix D)

Potomac State College needs to encourage more of the older residents in the community to take special interest classes by doing more advertising and posting announcements of classes and by showing how much a person can benefit from even one class. A study could be done to determine the age of present students at Potomac State College and the results publicized to show the older residents that other older adults are also attending college.

Education was listed among the top two program choices of respondents with degrees or certificates of higher education in Mineral, Hampshire and Grant counties. Grant and Mineral County residents with degrees also had Business programs listed as one of their two top selections. Computer Science and Computer Programming Technology were also among the top four programs in Mineral County. In Hampshire County, Social Work and Psychology were second after Education in choice of programs. The complete listing of program and class choices by county are in Tables 21 thru 24 and 30 thru 33.

It should be studied to determine if the popular programs are being offered in those counties.

Finally, Potomac State College should do more recruiting and announcing of classes and programs in surrounding Maryland and Pennsylvania counties. The total number of students from Maryland increased sharply this year 40%, while Pennsylvania dropped by 24%. (See Appendix E) These two states provide the largest number of out-of-state students, approximately 59% of non-resident enrollment and 11% of the total enrollment.

BIBLIOGRAPHY

Ahrens, Steve. "Tools of Research-Questionnaires", Research Iowa State Educational Association, 1978.

Covert, Robert W. "Guidelines and Criteria for Constructing Questionnaires", Handout at AIR Workshop, Orlando, Florida, December 1978.

"Essential Steps in Survey Development", Handout at AIR Workshop, Orlando, Florida, December 1978.

Lasher, William. "Information for Academic Planning in the 1980's", Speech at the Third Annual West Virginia Institutional Research and Planning Conference, Huntington, West Virginia, March, 1979.

SAS Institute Inc. SAS User's Guide, 1979 Edition.

U.S. Bureau of the Census. Characteristics of the Population - West Virginia, Volume 1,Part 50, Census Population 1970, U.S. Government Printing Office, Washington D.C., 1973.

APPENDIX A

Potomac State College | West Virginia University

Office of the Associate Dean

April 16, 1979

POTOMAC STATE COLLEGE WISHES TO SERVE YOU

In order to do this, we need your ideas and suggestions on courses and programs that interest you. Will you please take a few minutes to fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope?

Many adults can benefit from a college program or just one college course. Please give us your opinion, so that we can better meet the needs of our local community.

Thank you for taking time to fill out this survey.

Sincerely,

Douglas A. Harrington

Douglas A. Harrington
Associate Dean

Potomac State College of West Virginia University / Keyser, West Virginia 26726 / 304-788-3011

In no way will the information you provide in this questionnaire be identified with you and you may choose to not answer questions which you feel may identify you. Your return of this questionnaire by the end of April will be appreciated.

ADULT EDUCATION INTEREST SURVEY

Sex: (check one) _____ Female _____ Male

Age: (fill in blank) _____

Are you: (check one) _____ Married _____ Single _____ Other

How many children do you have? (fill in blank) _____

What county do you live in? (check one) _____ Mineral _____ Grant _____ Hardy

_____ Hampshire _____ Other, please specify _____.

How long have you lived there? (fill in blank) _____ Year(s).

What is your main job? (fill in blank) _____.

Is this job: (check one) _____ Part-time _____ Full-time

Is this job in the same county where you live? (check one) _____Yes _____No.

If not, which county? (check one) _____ Mineral _____ Grant _____ Hardy

_____ Hampshire _____ Other, please specify _____.

How long have you had your present job? (fill in blank) _____ Year(s).

Please check within what range your salary would fall:

___ Under $3,000 ___ 5,001-7,000 ___ 10,001-12,000 ___ 15,001-20,000
___ 3,000-5,000 ___ 7,001-10,000 ___ 12,001-15,000 ___ Over 20,000

Please circle the last grade you completed.

1 thru 12 is grade school, junior high, and high school;
13 thru 19 is vocational/trade school or college

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19.

If you attended vocational/trade school or college, did you receive a degree and/or certificate of completion? (check one) ____ Yes ____ No

If yes, what was the highest degree? (check one)

____ Associate ____ Bachelors ____ Masters ____ Doctorate
____ Other, please specify _____

What school did you attend? (fill in blank) _____
_____

Are you presently taking any classes? (check one) ___ Yes ___ No

If yes, what is the name and location of the school that is offering the classes? (fill in blank) _____

_____

In what county are you attending the class? (check one) _____ Mineral
____ Grant _____ Hardy _____ Hampshire _____ Other, please specify

_____ _____

If you are not already taking classes offered by Potomac State College, would you be interested in attending off-campus and/or adult evening education classes? (check one) ____ Yes ____ No

If you answered no, what are the main reason(s) for not attending (rank only those that apply to you with one (1) being the most serious problem or reason).

___ Personal finances
___ Job responsibilities
___ Child care - no babysitter
___ No time to study
___ Traveling distance
___ Transportation problem - no car or bus
___ Class times are not convenient
___ Classes not offered in convenient locations
___ Instructors and college not friendly or cooperative
___ Admissions requirements and procedures are too involved
___ Degree needed not offered
___ Classes wanted not offered
___ Have no further need for higher education
___ Other, please specify _____

Would you be interested in attending if the above reason (s) were eliminated? (check one) ____ Yes ____ No

How do you think Potomac State College can improve their services? (check as many as needed)

___ Teach classes in more locations
___ Teach classes at different hours, specify hours _____
___ Add more classes, specify classes _____
___ Simplify admissions procedures
___ Offer more degree programs during the evening
Specify program _____
___ Set up better counseling for adult students
___ Offer more financial help
___ Other, please specify _____
____ _____

If you are interested in taking classes, would you like to: (check one)
___ Earn a degree ____ Take special interest classes

Please check any area(s) of interest on the attached page.

AREAS OF INTEREST

Programs

___ Agriculture
___ Business
___ Computer Science
___ Economics
___ Education
___ Engineering
___ Engineering of Mines
___ Forestry
___ Home Economics
___ Journalism
___ Law
___ Music
___ Physical Education
___ Social Work
___ Veterinary Medicine
___ General Program
___ Biology
___ English
___ Geology
___ History
___ Mathematics
___ Modern Languages
___ Physics
___ Political Science
___ Psychology
___ Sociology
___ Agriculture Technology
___ Business and Accounting Technology
___ Business Management Technology
___ Computer Programming Technology
___ Engineering Technology
___ Food Management
___ Horticulture Technology
___ Secretarial and Office Administration
___ Computer Equipment Operations
___ Meat Processing Technology
___ Surveying Technology
___ Other, please specify

_____
_____

For further information concerning Potomac State College, please fill out the attached card and return it with the questionnaire. Your card will be separated from the questionnaire as soon as the envelope is opened and will not be connected in any way to your questionnaire answers. Thank you.

Classes

___ Welding
___ Meats Preparation
___ Appreciation of Fine Arts
___ Business Math
___ Business Law
___ Introduction to Management
___ Marketing
___ Introduction to the Stock Market
___ Real Estate
___ Personnel Management
___ Principles of Accounting
___ Economic Systems
___ Machine Design
___ Composition and Rhetoric
___ American Nation
___ Western Civilization
___ Flower Culture
___ Introduction to Photography
___ Algebra
___ Beginning Folk Guitar
___ Football Officiating
___ Descriptive Astronomy
___ Psychology of Death
___ Old Testament
___ Introduction to Sociology
___ Technology and Change
___ Shorthand
___ Typewriting
___ Office Machines
___ Appreciation of Music
___ News Writing
___ Trees and Shrubs
___ Vegetable Culture
___ Food--Selection and Preparation
___ Language Skills
___ Types of Literature
___ American Literature
___ Survey English Literature
___ Technical Writing
___ Business English
___ Introduction to Computers
___ Drawing
___ First Aid
___ Yoga
___ Television Classes
  ___ Everybody's Business
  ___ Japan: Changing Traditions
___ Other, please specify _____

_____
_____

APPENDIX B
RESPONSES ON ADDITIONAL INFORMATION CARDS

TABLE 1
RESPONSES BY COUNTY

		#	%
Keyser	(Mineral County) >	38	48
Fort Ashby	(Mineral County) >		
Petersburg	(Grant County)	7	9
Moorefield	(Hardy County)	11	14
Romney	(Hampshire County)	19	24
Other Cities		4	5
		79	100

6 Unknown

TABLE 2
RESPONSES BY SEX

	#	%
Females	28	38
Males	46	62
	74	100

11 Unknown or Unable to Determine

REQUESTS

	#
Night/Off-Campus Schedules	60
Both Night/Off-Campus Schedules and a Fall or Spring Schedule	19
At Least One Schedule (Either Fall, Spring or Night/Off-Campus)	68
Just a Fall or Spring Schedule	28
Catalog	34
Wanted Contacted	8
Gave Phone Numbers But Didn't Check Wanted Contacted	12

COMMENTS OR OTHER STATEMENTS ON CARDS

Interest Areas	#
Freshmen English	1
Education Administration-Graduate Courses	1
Surveying & Blue Print Reading	1
BORBA Program	1
Speed Reading Classes	

APPENDIX B

Interest Areas (Continued)	#
Classes for Registered Nursing Degree	1
Counseling Psychology-Graduate Program	1
Teacher Certification Courses	2
Education Classes-Summer School	1

Other Comments

Summer Schedules	3
Graduate Level Schedule or Programs	5
Wanted Catalog to Advertise PSC in Office	1
Needed Classes Accessible to Wheelchairs	1

APPENDIX C
RESPONSES TO ADULT EDUCATION INTEREST SURVEY

1. SEX

	#	%
Male	134	69
Female	61	31
	195	100

No response - 1

2. AGE

	#	%
20-29	34	18
30-39	68	35
40-49	38	20
50-59	25	13
60+	27	14
	192	100

No response - 4

3. MARITAL STATUS

	#	%
Married	139	71
Single	31	16
Other	25	13
	195	100

No response - 1

4. NUMBER OF CHILDREN

	#	%
0	41	21
1	42	22
2	67	35
3	24	13
4	9	5
5	4	2
6	4	2
	191	100

No Response - 5

5. COUNTY OF RESIDENCE

	#	%
Mineral	91	47
Grant	33	17
Hardy	22	11
Hampshire	47	24
Other	3	1
	196	100

APPENDIX C

6. YEARS OF RESIDENCE

	#	%
1-5	44	23
6-10	23	12
11-20	30	16
21-30	28	15
31-40	27	14
41-50	11	6
51-60	15	8
61-80	12	6
	190	100

No Response - 6

7. OCCUPATION

	#	%
Higher Executives of Large Concerns, Proprietors, and Major Professionals	21	11
Business Managers, Proprietors of Medium-Sized Businesses, and Lesser Professionals	53	28
Administrative Personnel, Owners of Small Businesses, and Minor Professionals	24	13
Clerical and Sales Workers, Technicians and Owners of Little Businesses (Value under $6,000)	19	10
Skilled Manual Employees	22	11
Machine Operators and Semiskilled Employees	23	12
Unskilled Employees	5	3
Retired	21	11
Disabled	2	1
	190	100

No Response - 6

8. JOB STATUS

	#	%
Part-Time	12	6
Full-Time	180	94
	192	100

No Response - 4

APPENDIX C

9. OCCUPATION-COUNTY

	#	%
Mineral	60	32
Grant	26	14
Hardy	21	11
Hampshire	44	23
Other	39	20
	190	100

No Response - 6

10. NUMBER OF YEARS AT THIS JOB

	#	%
1 - 5 Years	63	37
6 -10 Years	43	26
11-20 Years	39	23
Over 20 Years	24	14
	169	100

No Response - 27

11. SALARY RANGE

	#	%
Under 3,000	3	2
3,000- 5,000	8	5
5,001- 7,000	18	11
7,001-10,000	17	10
10,001-12,000	27	16
12,001-15,000	29	17
15,001-20,000	26	15
Over 20,000	40	24
	168	100

No Response - 28

12. EDUCATION - HIGHEST GRADE COMPLETED

	#	%
Elementary - 8th Grade	4	2
High School 1-3 years	10	5
High School 4 years	53	28
College 1-3 years	43	22
College 4 years	82	43
	192	100

No Response - 4

APPENDIX C

13. IF YOU ATTENDED VOCATIONAL/TRADE SCHOOL OR COLLEGE, DID YOU RECEIVE A DEGREE AND/OR CERTIFICATE OF COMPLETION?

	#	%
No	54	34
Yes	103	65
	157	100

No Response- 39

14. HIGHEST DEGREE EARNED

	#	%
Associate	7	7
Bachelor	39	38
Master	34	33
Doctorate	8	8
Other	15	14
	103	100

No Response - 93

15. HIGHER EDUCATION INSTITUTIONS ATTENDED BY RESPONDENTS

	#
West Virginia University	50
Potomac State College	33
Shepherd College	10
Frostburg State College	7
Marshall University	6
Fairmont State College	5
California State College	4
Mineral County Vocational Technical School	4
*Other	54

*Many respondents listed 3 or 4 colleges they had attended either as transfers or for other degrees.

16. ARE YOU PRESENTLY TAKING CLASSES?

	#	%
Yes	36	19
No	154	81
	190	100

No Response - 6

APPENDIX C

17. WHAT SCHOOL ARE YOU ATTENDING?

	#	%
Potomac State College	9	28
West Virginia University	8	25
Frostburg State College	3	9
Mineral County Vocational Technical School	3	9
Other	9	28
	32	99

18. IN WHAT COUNTY IS THE CLASS?

	#	%
Mineral	16	73
Grant	2	9
Hardy	1	4
Hampshire	3	14
	22	100

19. INTERESTED IN ATTENDING POTOMAC STATE COLLEGE?

	#	%
Yes	100	62
No	61	38
	161	100

No Response - 35

20. REASONS FOR NOT ATTENDING

	#
Job responsibilities	24
Classes wanted not offered	20
Have no further need for higher education	16
Traveling distance	13
Personal finances	10
No time to study	9
Degree needed not offered	9
Classes not offered in convenient locations	7
Class times are not convenient	6
Child care - no babysitter	3
Admissions requirements and procedures are too involved	2
Transportation problem - no car or bus	1
Instructors and college not friendly or cooperative	0
Other	17

APPENDIX C

21. INTERESTED IF ABOVE REASON ELIMINATED

	#	%
Yes	46	78
No	13	22
	59	100

No Response - 137

22. HOW POTOMAC STATE COLLEGE CAN IMPROVE THEIR SERVICES

	#
Offer more degree programs during the evening	37
Teach classes in more locations	35
Add more classes	33
Teach classes at different hours	24
Set up better counseling for adult students	24
Offer more financial help	13
Simplify admissions procedures	8
Other	14

23. INTERESTED IN EARNING A DEGREE OR JUST TAKING SPECIAL INTEREST CLASSES.

	#	%
Degree	51	40
Special Interest	77	60
	128	100

No Response - 68

APPENDIX C

24. PROGRAMS	#
Business	46
Education	24
Psychology	22
Law	20
Business Management Technology	19
Forestry	17
Computer Science	16
Social Work	15
Business and Accounting Technology	15
Computer Programming Technology	15
Physical Education	14
Mathematics	14
Agriculture	12
Secretarial and Office Administration	10
Surveying Technology	10
Music	9
History	9
Sociology	9
Economics	8
Engineering	8
Political Science	8
Food Management	7
Horticulture Technology	7
Computer Equipment Operations	7
Home Economics	6
English	6
Engineering Technology	5
Agriculture Technology	4
Journalism	3
Veterinary Medicine	3
General Program	3
Biology	3
Geology	3
Physics	2
Meat Processing Technology	2
Engineering of Mines	1
Modern Languages	1
Other	28

25. CLASSES	#
Business Law	17
Personnel Management	16
Trees and Shrubs	16
Welding	15
Real Estate	14
Business Math	11
Introduction to the Stock Market	11
Psychology of Death	10
Introduction to Management	9
Typewriting	9
Principles of Accounting	8
Flower Culture	8
Introduction to Photography	8
Types of Literature	8
Beginning Folk Guitar	7
Vegetable Culture	7
Food--Selection and Preparation	7
Appreciation of Fine Arts	6
Old Testament	6
Office Machines	6
Descriptive Astronomy	6
Introduction to Computers	6
Marketing	5
Shorthand	5
Appreciation of Music	5
Drawing	5
First Aid	5
Meats Preparation	4
Machine Design	4
News Writing	4
American Literature	4
Television Classes	4
American Nation	3
Football Officiating	3
Introduction to Sociology	3
Business English	3
Composition and Rhetoric	2
Language Skills	2
Survey English Literature	2
Technical Writing	2
Yoga	2
Economic Systems	1
Western Civilization	1
Algebra	1
Technology and Change	1
Everybody's Business	1
Japan: Changing Traditions	1
Other	22

APPENDIX D

OTHER PROGRAMS ADDED

Education of Hearing & Visually Impaired
EdD Degree Program
Education Administration Graduate Program
Master's Special Education Program
Counseling Graduate Program
Marketing
Recreation and Parks
Mental Health Technology
Estate Planning
Graduate Programs other than Education
Public Administration Program
Nursing-RN or LPN
Fire Protection Engineering
More Master's Programs
Art
Early Childhood

OTHER CLASSES ADDED

Newspaper Courses
Handicapped Children
Climate & Weather
Electronics
Health Services Delivery
Water Color Painting
Advanced Sewing (Tailoring & Upholstery)
Law Enforcement
Metal Lath Operation
Teacher Certification Classes
Recreation
Group Studies, Processes
Special Education
Self Directed Courses
Carpenter
Electrician
Refrigeration and Air Conditioning
Fire Technology
Real Estate Law
Religious Themes in Contemporary Literature
Crafts
Career Awareness
Appalachian Studies
Income Tax Preparation
Law for the Layman
Black History
Elementary Math
New Classes on Night Schedules
Karate
Speed Reading
Folk Dancing
Birds/Wild Flowers
House Designing
Master's Level Science Classes
Arts Management
Arts Fund Raising
Environmental Protection
General Physical Science
Basic Accounting

APPENDIX D

OTHER GENERAL COMMENTS

"Have a counselor helping an adult determine what course of direction would be in their best interest! Homemakers greatly need counseling in determining their future for attendance in classrooms and also in the job market".

"With a hospital so close, a one year LPN program shouldn't be too much to expect of such a fine college as Potomac State College. There are 20 adult students in my nursing assistant class and almost all of them would take advantage of this program".

"Other professions do exist in this area besides the teaching profession".

"I am disabled and cannot climb stairs. To have better ways for disabled persons who want to attend classes, but cannot because of their disability would make a world of difference".

"Prior commitments to outside organizations and activities".

"Would be an aid to the area over the long haul if your curriculum and performance standards were more basic and stiffer producing a product able to think and cope. More 'Education' and less HEW bullshit in a nutshell".

"I have one sister who graduated from Potomac State College. Have always had warm feelings toward the school. It is too easy today to obtain schooling, should one really want it".

"I'm busy for a retired man".

"I have never been to Potomac State College, so I don't know".

"At 89 - I am not as young but I am strong and healthy. I learned to turn hand springs and flip flops on the ground where the College now stands".

"I am not interested in any more schooling as I am getting too old, but very good health ..... Thank you for sending this paper".

"You do fine just as you are".

"I myself an not interested in taking a class at the present time. My job keeps my time totally".

"Some of your students (past and present) say some of their credits are not accepted at other Colleges when they continue on".

"Have not been in a position to evaluate".

"Would like to see more classes offered to "broaden horizon's" of an already educated (4 yr. college) person".

"Due to my age my main interest would be for personal improvement - I would prefer to be taught and not do a lot of outside work".

APPENDIX E

POTOMAC STATE COLLEGE

GEOGRAPHIC DISTRIBUTION OF RESIDENT HEADCOUNT ENROLLMENT

	1975-76	1976-77	1977-78	1978-79
Mineral	367	414	400	461
Grant	30	45	57	43
Hampshire	67	61	72	91
Hardy	45	82	49	62
TOTAL	509	602	578	657
Other Counties	226	173	192	244
TOTAL RESIDENTS	735	775	770	901

GEOGRAPHIC DISTRIBUTION OF NON-RESIDENT HEADCOUNT ENROLLMENT

Maryland	58	52	45	63
New Jersey	23	37	22	15
Pennsylvania	71	80	74	56
Virginia	28	32	29	35
TOTAL	180	201	170	169
Foreign Students	2	1	4	1
Other States	26	28	38	30
TOTAL NON-RESIDENTS	208	230	212	200
TOTAL ENROLLMENT	943	1005	982	1101

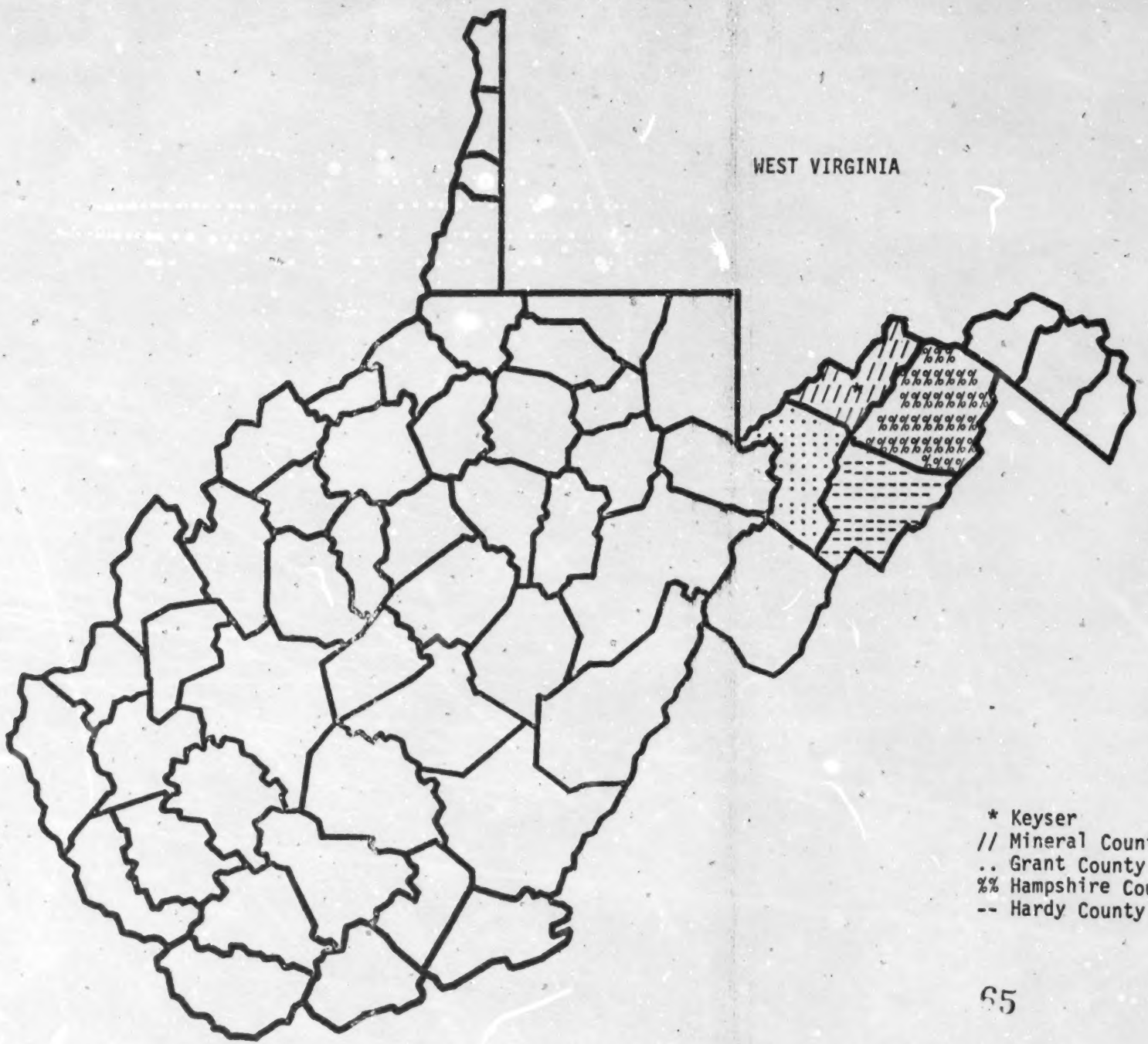
Source: West Virginia University Statistical Profiles.

APPENDIX E

COUNTY	# OF TOTAL RESIDENT ENROLLMENT 1975-76	1976-77	1977-78	1978-79	% OF TOTAL ENROLLMENT 1975-76	1976-77	1977-78	1978-79
Mineral	49.93	53.42	51.95	51.17	38.92	41.19	40.73	41.87
Grant	4.08	5.81	7.40	4.77	3.18	4.48	5.80	3.91
Hampshire	9.12	7.87	9.35	10.10	7.10	6.07	7.33	8.27
Hardy	6.12	10.58	6.36	6.88	4.77	8.16	4.99	5.63
TOTAL	69.25	77.68	75.06	72.92	53.98	59.90	58.86	59.67

STATE	% OF TOTAL NON-RESIDENT ENROLLMENT 1975-76	1976-77	1977-78	1978-79	% OF TOTAL ENROLLMENT 1975-76	1976-77	1977-78	1978-79
Maryland	27.88	22.61	21.23	31.50	6.15	5.17	4.58	5.72
New Jersey	11.06	16.09	10.38	7.50	2.44	3.68	2.24	1.36
Pennsylvania	34.13	34.78	34.91	28.00	7.53	7.96	7.54	5.09
Virginia	13.46	13.91	13.68	17.50	2.97	3.18	2.95	3.18
TOTAL	86.54	87.39	80.19	84.50	19.09	20.00	17.31	15.35

WEST VIRGINIA



* Keyser
// Mineral County
.. Grant County
%% Hampshire County
-- Hardy County